

Chapter 2

Instructional Practice for Kindergarten through Grade Five

As described in the Introduction, in addition to providing history-social science content, teachers must emphasize disciplinary and literacy practices – investigation, close reading, analysis of evidence, and argumentative writing. The Historical and Social Science Analysis Skill Standards, the Common Core State Standards for English Language Arts and Literacy in History/Social Studies (CA CCSS for ELA/Literacy), and the California English Language Development Standards (CA ELD Standards) guide these practices in history-social science. Educators may also want to consider the College, Career, and Civic Life (C3) Framework, published in 2013 by the National Council for the Social Studies. All of these resources emphasize the need for students to think, read, and write in a discipline-specific way. The skills noted below are to be learned through, and applied to, the content covered in kindergarten through grade five. They are also to be assessed with the content in these grades.

Disciplinary Thinking and Analysis Skills

The Historical and Social Science Analysis Skills and the C3 Framework address the intellectual skills students should learn and apply when engaged in inquiry (utilizing the individual tools of each discipline to investigate a significant question and marshal relevant evidence in support of their own interpretations) in

history-social science courses in kindergarten through grade five. The skills described below are organized by one of the four main social science disciplines: civics/government, economics, geography, and history. However, across all of the disciplines students should understand and frame questions of disciplinary significance that can be answered by research and study.

Civics and Government

When studying civics, students explore how people participate in the governing of society. In elementary school, students begin by examine the roles and responsibilities of people in their immediate community and grow to understand the roles and responsibilities of government at different levels, in different branches, and in different times and places. They also begin to understand how all people in a community or society participate in a democracy. Students explain the need and purposes, who makes and enforces, and how people can change and improve rules and laws in school, their community, their state, and their nation. Students begin to understand and apply civic virtues, and democratic principles such as equality, fairness, and respect for legitimate authority and rules. They identify how these principles guide government and communities and how people and governments can work together to address public issues and problems. They learn how to participate effectively in discussions and use deliberative processes when making decisions as a group. Additionally, students compare their own point of view with others' perspectives and how beliefs, experiences, perspectives, and values contribute to these perspectives.

These civics-related activities can be woven into a variety of classroom content areas:

1. Students identify and explain the origins and purposes of rules, laws, and key U.S. Constitutional provisions and the role they play in addressing public problems and issues.

2. Students use deliberative discussion when making decisions or reaching judgments as a group.

3. Students construct arguments and positions on issues using reasoning and evidence from multiple sources.

4. Students identify and describe ways to take action individually and in groups to address problems and issues.

Economics

In order to make effective economic decisions, students need to understand how individuals, businesses, governments, and societies use human, physical, and natural resources. In elementary school students begin to understand how people make economic choices based both on incentives and resource scarcity and the costs and benefits of those individual choices. They learn that cost-benefit analysis includes setting goals and identifying the resources that can be used to accomplish those goals, finding alternative ways to use the resources to achieve the goals, evaluating the advantages and disadvantages of the alternatives, selecting one alternative as the choice, and recognizing the best alternative not selected as the opportunity foregone or the opportunity cost. They also learn about capitalism and begin to learn about the relationship between

income, jobs, and the human capital required to do different jobs. ~~They also learn about capitalism and begin to learn about their place in the economy.~~

~~Students learn to explain how people earn incomes, why people save and invest, and the role of banks and other financial institutions in the economy.~~ They learn about different resources needed to produce goods and services, how both the resources and products vary in different communities, and how these differences lead to specialization, trade, markets, and growing interdependence at the local, national, and international levels. In terms of personal finance, students learn to evaluate barter and monetary exchange, how people earn incomes, why people save and invest, and the roles of banks and other financial institutions in the economy. Students recognize historical and modern entrepreneurs.

Geography

In studying geography, students explore local characteristics of places and learn about how places connect to each other. Elementary-school students' geographic reasoning skills include using maps and globe skills to describe environmental and cultural features of places and the relationships and interactions between them. Students learn to construct maps and visual representations of familiar and unfamiliar places. Students also explain the relationship and interdependence of human activities and the environment, and how these relationships affect the distribution and movement of people, goods, and ideas. Additionally, students should explain how weather, climate, other

environmental characteristics, as well as human-made and natural catastrophic disasters, affect people's lives in a place or region.

History

Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, perspectives, and context with the goal of developing credible arguments about the past based on reasoned interpretation of evidence from a variety of primary and secondary sources in diverse media formats. In elementary school, students begin to understand key concepts such as past, present, future, decade, century, generation, and memory. They learn how present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. They create and use a chronological sequence of related events to compare developments and recognize change over time. Students pose and answer relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture, differentiating between primary and secondary sources. They learn to identify key details about historical sources including the maker, date, place of origin, intended audience, agenda, and purpose to determine how useful the source is for addressing historical questions. Students begin to understand perspective, how the place and time (context) affect perspective, why perspectives differ even during the same historical period, and how perspective shaped the historical sources they created. Students explain probable causes

and effects of events and developments. Finally students make claims about the past based on evidence from historical sources.

Literacy Skills

The kindergarten through grade five (K–5) CA CCSS for ELA/Literacy and the CA ELD Standards recognize the role that the literacy instruction plays across the curricula. They include expectations for reading, writing, speaking, listening, and language applicable to across the curriculum, including in history-social science. A single K–5 section lists these literacy standards, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. For example, teaching California history requires teachers to simultaneously address the history–social science content standards for grade four as well as the CA CCSS for ELA/Literacy.

Through the literacy instruction, students acquire knowledge and inquiry skills in history–social science. They read to gain, modify, or extend knowledge or to learn different perspectives. They write to express their understandings of new concepts under exploration and also to refine and consolidate their understanding of concepts. They engage in discussion to clarify points; ask questions; summarize what they have heard, viewed, read, or otherwise experienced; explain their opinions; and as they collaboratively work on projects, hands on investigations, and presentations. They acquire language for new concepts through reading and listening and use this language in speaking and writing. As the literacy instruction is employed in the content areas, skills in


136 reading, writing, speaking and listening, and language themselves are further
137 developed in a reciprocal relationship. The CA CCSS Reading and Writing
138 Standards are meant to complement the *History-Social Science Content*
139 *Standards for California Public Schools* and help students grapple with the
140 primary and secondary sources they encounter. At the same time, history–social
141 science teachers also use the CA ELD Standards to determine how to support
142 their English learners (ELs) in achieving the CA CCSS for ELA/Literacy and the
143 history–social science content standards and curriculum. The ELA standards at
144 kindergarten through grade five through eight make clear the importance of both
145 content and literacy.

English Language Development
Children and youth who are ELs face the unique challenge of learning English as an additional language ¹ at the same time as they are learning history–social science content through English ² . This challenge creates a dual responsibility for all K–12 teachers of ELs. The first responsibility is to ensure that all ELs have full access to the grade-level, intellectually rich history–social science curriculum. The second is to ensure that ELs rapidly develop advanced levels of English in history–social science, the type of English that is necessary for success with academic tasks and texts. To fulfill this dual responsibility, California promotes a comprehensive approach to English language

¹ The term *English as an additional language* is used intentionally to signal that an explicit goal in California is for ELs to add English to their linguistic repertoires and maintain and continue to develop proficiency in their primary language(s).

² Some ELs are enrolled in alternative bilingual programs where they may be exclusively learning history–social science in their primary language or learning history–social science in both their primary language and English.

development (ELD) as an integral part of a robust instructional program for all ELs. This approach includes *both* integrated ELD *and* designated ELD³.

Integrated ELD		Designated ELD
All teachers with ELs in their classrooms use the CA ELD Standards <i>in tandem with</i> the focal CA CCSS for ELA/Literacy and other content standards.		A protected time during the regular school day in which teachers use the CA ELD Standards as the focal standards in ways that build <i>into and from content instruction</i> in order to develop critical language ELs need for content learning in English.

Students who receive specialized instructional services, including ELs and students with disabilities, will be disadvantaged if they are removed from the general education classroom during history–social science instruction in order to receive these services. High priority must be given to ensuring that all students have access to grade-level history–social science content knowledge. Therefore, careful consideration should be given to the timing of special services—crucial as they are—in order to minimize disruption to subject matter learning. Planning for meeting the needs of all learners should be part of the Mutli-Tiered System of Supports (MTSS), a systemic process to examine the various needs and support requirements of all learners. Educators must develop schedules that allow for

³ *Integrated* and *designated* ELD may be unfamiliar terms. These new terms now encompass elements of previously used terms, such as *sheltered instruction*, *SDAIE*, or *dedicated ELD*. It is beyond the scope of this framework to identify all previously used or existing terms, and readers should read the framework carefully to determine how the new terminology reflects or differs from current terms and understandings.

time to adequately address literacy and learning needs without having to remove students from instruction in core whenever possible.

Reading

In elementary school, about half of the texts children read (including those read aloud by teachers) are informational texts. Informational texts are different from narrative texts in several ways, placing different demands on the reader (Duke 2000). Informational texts convey disciplinary knowledge and are characterized by use of domain-specific and general academic vocabulary. In addition, some informational texts employ features not found in most narratives: tables of contents, glossaries, diagrams, charts, bolded text, and headings. Furthermore, many history–social science informational texts make use of organizational structures different than the story grammar (i.e., setting, characters, problem or goal, sequence of events, resolution) used in most narratives. Historical texts make claims, present information using strategies like cause-effect and compare-contrast, and present multiple explanations of interpretations. The informational texts in each discipline convey knowledge differently from the others (Derewianka and Jones, 2012; Lee and Spratley 2010; Shanahan and Shanahan 2012; Zygouris-Coe 2012). In history–social science, students read secondary and tertiary sources, such as the history text book, as well as primary sources. Students should be taught how to read these texts because many differ from narrative texts in terms of language, organization, and text features (Duke and Bennett-Armistead 2003; Yopp and Yopp 2006).

It is crucial that students engage with text—both as readers and writers—as they develop knowledge in history–social science. Texts are used alongside other sources of knowledge: inquiry and hands on experiences, teacher presentations and demonstrations, class discussions, and audio and visual media. Each of these approaches should be employed routinely. It is important that students who are experiencing difficulty with reading are supported as they learn from texts; **teachers should not avoid texts as sources of knowledge with students who find them challenging and rely exclusively on non-text media and experiences. Replacing texts with other sources of information or rewriting them in simpler language—in spite of the intention to ensure access to the curricula—limits students’ skill to independently learn with texts in the future.** In other words, instruction should be provided to enable all students to learn with texts alongside other learning experiences.

In transitional kindergarten through grade three, students interact with a range of historical and social science informational texts. They learn to ask and answer questions about grade-level texts, determine the main idea and explain how details support the main idea, and describe the relationship between ideas. They learn to determine the meaning of domain-specific words or phrases in grade-level texts, use text features and search tools to locate information, distinguish their own point of view from that of the author, use information gained from illustrations and words to demonstrate understanding of the text, describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect, first/second/third in a sequence), and compare and

contrast the most important points and key details presented in two texts on the same topic. They learn to comprehend informational texts at the high end of the text complexity band for grades two through three independently and proficiently.

During these transitional kindergarten through grade three years, English learners learn English as an additional language while also developing the abilities to fully engage with the academic grade level curriculum that the CA CCSS for ELA/Literacy and CA History–Social Science Content Standards call for. The CA ELD Standards guide teachers to support their EL students to interact in meaningful ways and learn about how English works, all the while developing foundational skills in English, through integrated and designated ELD.

In grades four and five students read history–social science texts independently and are asked to share their understandings, insights, and responses with others. Students in these grades learn to engage meaningfully with increasingly sophisticated and complex primary and secondary sources to convey and support their understandings of texts and grade-level topics in writing and in discussions and presentations. The reading standards for grades four and five also include inference making and referring to details in a text (quoting accurately in grade five) to support inferences; summarizing text; describing the elements or explaining the content of text; explaining the structure of different types of texts or part of a texts; analyzing different points of view and accounts of the same event or topic; interpreting, using, and making connections among and analyzing different visual and multimedia elements of text and how they contribute to meaning; explaining an author's use of evidence to support ideas

conveyed in text; comparing and contrasting texts with similar themes or on the same topic and integrating information from different texts.

The CA ELD Standards amplify the grade four and five emphasis on meaning making. Students continue to learn to interact in meaningful ways through three modes of communication: collaborative, interpretive, and productive. In order to engage meaningfully with oral and written texts, they continue to build their understanding of how English works on a variety of levels: how different historical text types are organized and structured to achieve specific purposes, how texts can be expanded and enriched using particular language resources, and how ideas can be connected and condensed to convey different meanings.

Importantly, fourth and fifth grade EL children deepen their *language awareness* by analyzing and evaluating the language choices made by writers and speakers.

Writing

In transitional kindergarten through grade three, children learn to write both opinion and informative/explanatory texts about history-social science topics. With guidance and support from adults, they produce writing in which the development and organization are appropriate to the task and purpose, engage in planning, revising, and editing, and use technology to produce and publish writing. They conduct short research projects that built knowledge about a topic, recalling information from experiences and gathering information from print and digital resources, taking brief notes, and sorting evidence into provided categories. They write routinely over extended time frames (time for research,

reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Prior to entering grade four, students learned to write informative/ explanatory texts, introducing the topic, grouping related information, including illustrations, developing the topic, using linking words, and providing a concluding statement or section. They planned and delivered an informative/ explanatory presentation on a topic, organizing ideas around major points of information, following a logical sequence, including supporting details, using clear and specific vocabulary and providing a strong conclusion.

Writing instruction for history–social science in the fourth and fifth grade span builds on instruction in the prior years as students further develop their skills to write opinion and informative/explanatory texts. Students logically group ideas in written work to effectively convey opinions and information. Students learn how to effectively summarize and explain the content of text using precise language and domain-specific vocabulary in writing. Students begin comparing and contrasting firsthand (primary sources) and secondhand accounts (secondary sources), and in grade five multiple accounts, of the same event or topic. They explain an author's use of reasons and evidence to support particular points conveyed in text. They effectively integrate, draw inferences from, and interpret evidence from two to several different sources by quoting, paraphrasing, and summarizing evidence from primary and secondary informational texts to support analysis, reflection, and research in multi-paragraph texts. Students generate a corresponding list of those sources. They learn to use technological skills

effectively (including keyboarding) and how to use the internet to produce and publish writing and to interact and collaborate with others.

The CA ELD Standards provide guidance on how teachers can support their EL students to engage meaningfully with complex tasks and tasks to develop the skills and abilities described above, with appropriate levels of scaffolding based on students' English language proficiency levels.

Engaging in Research

Opportunities to engage in research contribute to students' knowledge of the world, and they are one of the most powerful ways to integrate the strands of the language arts with one another and with subject matter. The writing strand of the CA CCSS for ELA/Literacy calls for students to participate in research projects, ones that may be completed in the course of a few hours or over an extended time frame. Students engage in research, with guidance and support, beginning in transitional kindergarten. They learn to read a number of books on a single topic to produce a report, gather information from print, oral, and digital sources, and take brief notes. By grades four and five, they are more independent in their abilities to pose questions and pursue knowledge from a range of sources. They engage in more extensive projects, and they have opportunities to share their findings with others, using a variety of media and formats.

By grades four and five, students begin investigating different aspects of a topic when conducting short research projects and, in grade five, using several sources. They are able to paraphrase, categorize information, and list sources.

295 Students draw evidence from text to support analysis, reflection, and research.
296 Research projects provide the opportunity for students to pursue their interests
297 within the history–social science curriculum (thus contributing to motivation and
298 engagement), make authentic use of texts and online resources, and engage in
299 purposeful communication and collaboration with others, both virtually and in
300 person. Research projects present an exceptional opportunity for interdisciplinary
301 experiences and they foster use and development of all of the themes of
302 ELA/literacy and ELD instruction: meaning making, language development,
303 effective expression, content knowledge and the application of foundational skills.
304 They also require many 21st century skills, including collaboration,
305 communication, critical and creative thinking, and use of media and technology.